November 2003

1.10
Procedure
Benchmarks

In written procedures, students relate a series of steps that reader can follow. This is evident when students:

PreK-4:

A. Organize the steps of procedures clearly and logically; and

B. Use words, phrases, and sentences to establish clear transitions between steps.

5-8: Evidence PreK-4 applies, plus -

C. Provide introductions for the successful completion of an appropriately complex set of actions;

D. Anticipate what a reader needs to know in order to follow the procedures; and

E. Make use, when necessary, of appropriate graphics to support text.

9-12: Evidence PreK – 8 applies, plus -

CC. Use a variety of strategies and media (e.g., headers, graphics, tone, imagery) to ensure the message is user-friendly.

8th Grade Benchmarks

"Instructions on How to Make a Perfect Kite"	5 / 3
"How to Change the Oil in Your Car"	4 / 3
"How to Find the Volume of a Car Key"	3 / 2
"The Beauty of Changing a Plug"	3 / 2
"How to Cut Down a Tree"	2 / 3
"River of Death"	1 / 2

Vermont Department of Education

VERMONT NEW STANDARDS RUBRIC FOR PROCEDURES: WRITING TO DIRECT OR INSTRUCT

Standard 1.10 In written procedures, students relate a series of steps that a reader can follow.

Criteria	Score Point 5 Exceeds the Standards	Score Point 4 Accomplished Writing	Score Point 3 Intermediate Writing	Score Point 2 Basic Writing	Score Point 1 Limited Writing	Score Point 0 Unscorable
CONTEXT • Present context (purpose & detail) • Anticipate reader needs (purpose & detail)	Meets all the criteria listed in score point 4. In addition, a paper receiving this score presents the steps in an unusually effective way. Imaginative strategies (e.g., placement of text, use of charts, pictures, or analogies) enable reader understanding. Not only clear and logical but attractive and inviting. By depicting rather than just telling, this paper appeals to different styles of processing information – visual, verbal, metaphoric – and enables readers to execute the procedure successfully.	**Sets context; presents enough information so that readers know when the procedure is appropriate (purpose & detail).** **Anticipate readers' needs; e.g., provides description and list of materials to be used, or indicates conditions for use (detail).**	Contextual information is thin (purpose & detail). Provides materials that user will need but may not adequately indicate necessary conditions for use (detail).	Context may be missing (purpose & detail). Provides materials that user will need but does not include statements about necessary conditions for use (detail).	Presents no context. May give list of materials.	There is no evidence of an attempt to write a procedure piece.
ORGANIZATION • Delineate steps in procedure • Provide transitions between steps • Conclude		**Organizes the steps of procedure clearly and logically.** **Provides clear transitions between steps.** **Conclusion advances reader's understanding or appreciation of the process (organization).**	Organizes the steps of procedure clearly and logically. Uses some appropriate transitions. Conclusion may be weak (organization).	Steps for carrying out the procedure may not be clear. Transitions may be missing. Minimal closure (organization).	Steps for carrying out the procedure are incomplete or unclear. Transitions are missing or used inappropriately. Simply stops; no closure (organization).	
PRESENTATION STRATEGIES • White space, headers • Graphics • Paragraphing, Blocking • Stance (voice/tone) • Imagery, examples, analogies (details)		**Format makes the steps easily accessible, using such strategies as paragraphing, blocking, white space, graphics.** **Tone is appropriate for the anticipated user.** **Apt examples, imagery, and/or analogies help the reader visualize and understand the process (detail).**	Format makes the steps easy to follow. Tone is appropriate for the anticipated user. Some examples, imagery, and/or analogies help the reader visualize and understand the process (detail).	Format makes the steps somewhat difficult for the reader to follow. Seems to have no particular user in mind (voice & tone). Few or no images and/or analogies to help the reader visualize and understand the process (detail).	Little evidence of accommodating reader needs; i.e., no use of white space, headers, graphics, etc.	

**If procedure is not appropriately complex (Vt. standard 2.3), its score is lowered one score point below the rubric language it most closely matches.*

This rubric is adapted from materials created by the New Standards Project.

PROCEDURES

Procedures: Standard 1.10 In written procedures, students relate a series of steps that a reader can follow. This is evident when students: (PreK – 4) **a.** Organize the steps of a procedure clearly and logically so the reader can follow them; **b.** Use words, phrases, and sentences to establish clear transitions between steps;(5 – 8) **c.** Provide instructions for the successful completion of an appropriately complex set of actions; **d.** Anticipate what a reader needs to know in order to follow the procedures; **e.** Make use, when necessary, of appropriate graphics to support text; (9 – 12) **cc.** Uses a variety of strategies and media (e.g., headers, graphics, tone, imagery) to ensure the message is user-friendly.

PROCEDURES - Writing a procedure is writing to explain a process, to inform an audience of how to do something. A procedure piece presents the steps of the process in a clear, logical, easy-to-follow manner; includes all necessary steps; and defines any terms the audience may not know.

GLOSSARY

Context – The set of facts or circumstances surrounding an event or a situation in a piece of literature. The context is a sentence or two that explains the "why" or necessity of learning this procedure. It may explain the value of the skill.

Detail – Words used to explain the process and in some way support the central idea. Details in a procedure piece should include materials needed and the condition or use of these materials, definitions of words or jargon that may not be familiar to the audience. Imagery and analogies often enhance a reader's understanding.

Format - The arrangement and general makeup of the piece. This may include such presentation strategies as paragraphs, blocking, additional white spaces, numbering, etc.

Purpose - The specific reason for writing; the goal of the writing. In this case, the reason would be to explain how to do something.

Tone – The overall feeling or effect created by a writer's attitude and use of words. This feeling may be serious, mock-serious, humorous, sarcastic, solemn, objective, etc.

HINTS:

Following and giving directions are important life skills. Washing clothes, making a bed, rebuilding an engine are all skills that require practice. A procedure piece should be on a process that a reader can replicate (How To Wash Clothes, How To Make a Bed, etc.); it should not explain how to achieve a state of being (How to Love Your Bunny, How to Dump Your Boyfriend, How to Be a Friend to Your Parent).

Closure in a good procedure piece will advance the reader's knowledge or understanding of the procedure. It may restate the advantages or include further hints.

"How-to" papers can incorporate class trips. For example: A class trip to the post office may inspire How To Mail A Letter, and a trip to a cheese factory, How To Make Cheese. Procedures are also a great opportunity for English-language learners to share their cultures with a class. For example: How to celebrate Chanukah, the Mexican Day of the Dead, Brazilian Carnival, or even eat spaghetti the proper way.

The procedure section of a science lab report may be used, but must contain context and anticipate readers' need to know (Ex: The water will be extremely hot.).

Instructions on How to Make a Perfect Kite

Have you ever been bored on a windy day and wanted to fly a kite, but didn't have one? Well, today's your lucky day because I have fourteen easy steps that will show you how to make a modified eddy kite. If there are any words in this introduction, that you don't understand, you should look in the glossary (located below) for help. Your homemade kite, will allow you to transform your boring day into one you'll never forget.

Glossary:

Angle of attack: is the angle the kite is at, when the wind hits it.
Bridle: the bridle is the string that attaches the kite to the tether string and determines the angle of attack.
Bridle string: is the tougher string used to make the bridle on your kite.
Frame: is the sturdy base, which helps the kite keep its shape (you can see an example of a frame in the third diagram).
Jigsaw: is a handheld saw used to cut thin or small objects (for example dowels).
Plain string: is the string used to connect the dowels together and make the rigging.
Rigging: The rigging is the strings that hold the sail together and help it keep its shape by connecting all the ends of the frame together (you can see an example in the fourth diagram).
Sail: is Tyvek that makes up the surface of the kite.
Tail(s): is the piece(s) of materials on the bottom of the kite, used to distribute the weight of the kite and make it more stable.
Tail material: is the inch wide orange material, used to make the tail(s) of your kite.
Tether string: is the roll of string, which is attached to the bridle and is let out when you fly the kite to enable it to go higher.
Tyvek: is a tough white material, which you use to make your kite sail.

Materials List:

- Three 48 in. by ¼ in. dowels
- 70 in. of plain string
- 108 in. of bridle string
- One roll of tether string
- Glue
- Ruler
- Pencil
- 35 in. by 35 in. square of Tyvek
- One paperclip
- Tail material
- Jigsaw

Steps:

1. Gather materials, which are shown on the materials list.

2. To start making the frame of your kite, cut two of the dowels carefully with the jigsaw, so that they are each 20 inches long. Then, cut the remaining dowel (also with the jigsaw) so that it's 25 inches long.

3. Next you need to make two marks on the 25 in. dowel. To make these marks, you measure 10.5 inches in from one end of the dowel and make a mark with your pencil and then repeat this on the other end.

4. After you make the marks on the 25 in. dowel you need to make a mark on each of the 20 in. dowels. To make these marks, measure 10 in. in from one end of a dowel (doesn't matter which end) and make a mark. Then, repeat this on the other 20 in. dowel.

5. After you make the correct marks on all the dowels, the next step is to attach each of the 20 in. dowels to the 25 in. dowel. To attach these dowels, place the dowels together, so that their marks are on top of each other. Then, cut a 6 in. piece of plain string, with your scissors. Rap it carefully around both the 20 in. and tie a tight knot. After you do this, put glue on the string and rub it, so it covers all the string (make sure the dowels are still lined up before you glue!). Then, repeat this to attach the other 20 in. dowel to the 25 in. dowel. When you are finished the 20 in. dowels should be 4 inches apart. You can see an example of what your finished frame should look like in the picture below.

6. When the glue on the frame is dry, it's time to make the rigging. To make the rigging, cut a piece of plain string that is 67 in. long with your scissors (you might have extra string when you're finished with the rigging that you can cut off). Then start by wrapping this piece of string about ¼ inch up from the end of a dowel (doesn't matter which end). When you have wrapped the string around the dowel two to three times tie a tight knot and string it to the next dowel (going clock wise). Do the same thing to this dowel, then move to the next. Do this until you have connected all six ends of the dowels in the frame, together with string. Then on each place on a dowel where you wrapped around string, put some glue and rub it so that it covers all the string showing. The rigging should then form the shape of the kite, as shown in the picture below.

7. When the glue on the rigging is dry, it's time to make the sail. To make the sail, take your pre-cut piece of Tyvek and lay it under the frame of your kite. Use the shape of the rigging to make the rough sketch of your kites shape. Then, using a ruler and the dimensions on the picture shown below, make the real outline of the kite on your piece of Tyvek.

8. When you are done making the outline of the kite's shape on the sail, you need to make the tabs. To make the tabs, first use a ruler and dotted lines, to make a 3 in. rectangle on all sides of your kite (these are the tabs). An example of the tabs is shown in the picture below.

9. The next thing you need to do to make your kite, is to cut out the sail. To cur out your sail, use the scissors to cut along the dotted lines, you make earlier.

10. When you have finished cutting out the sail, you are ready to attach the sail to the frame of your kite. To attach the sail and frame together, place the sail under the kite frame, so that the frame is lined up with the outline, of the kite's shape, on the sail. Then, put glue on the tabs (shown by the dotted lines on your sail), fold the tabs over the string (but not the dowels) and then press them on to the sail. You might want to put a piece of tape over the tabs to hold them in place on the sail, while they dry.

11. After the glue on the tabs is dry, it's time to make the bridle. To make the bridle start by cutting two 30 inch pieces of bridle string with your scissors. Attach each of these pieces of string around where each of the 20 in. dowels meets the 25 in. dowel. Then right under where each of the two dowels attach make a small hole in the sail and slip both pieces of string through them. Next, with your scissors, cur two 24 inch pieces of bridle string and attach them each to one of the dowels on one end of the kite (this will now be the top of your kite).

12. Then, to attach your bridle together, take all the pieces of bridle string and tie them into a tight knot. Then slip a paperclip through the middle of it and make a tight knot, so that it stays secure.

13. Next, to attach the tether string, take your roll of tether string and tie one end of the string on it to the paperclip, which is already attached to the bridle.

14. After you finish attaching the tether string, it's time to attach the taills to your kite. To make the tails, cut two 3 ft. pieces of tail material, with your scissors. Then, glue each of these pieces of tail material over the ends of both of the 20 in. dowels on the bottom of your kite (the bottom of your kite is the end not attached to the bridle strings). When you're finished your kite should look like the kite bellow

While there are many ways that you can approach this project, this process has proven to deliver amazing results. Your windy days will never be the same. As with any project, working hard, paying attention to detail and not giving up are the things that will separate your efforts from the ordinary.

Standard 1.10
Grade 8 Procedure
Score Point – 5 / 3

Focus in title

Instructions on How to <u>Make a Perfect Kite</u>

Have you ever been bored on a windy day and wanted to fly a kite, but didn't have one? Well, today's your lucky day because I have fourteen easy steps that will show you how to make a modified eddy kite. If there are any words in this introduction, that you don't understand, you should look in the glossary (located below) for help. Your homemade kite, will allow you to transform your boring day into one you'll never forget.

Introduction is inviting and clear clear

Glossary:

Bold for headings and terms creates user-friendly format

Angle of attack: is the angle the kite is at, when the wind hits it.
Bridle: the bridle is the string that attaches the kite to the tether string and determines the angle of attack.
Bridle string: is the tougher string used to make the bridle on your kite.
Frame: is the sturdy base, which helps the kite keep its shape (you can see an example of a frame in the third diagram).
Jigsaw: is a handheld saw used to cut thin or small objects (for example dowels).
Plain string: is the string used to connect the dowels together and make the rigging.
Rigging: The rigging is the strings that hold the sail together and help it keep its shape by connecting all the ends of the frame together (you can see an example in the fourth diagram).
Sail: is Tyvek that makes up the surface of the kite.
Tail(s): is the piece(s) of materials on the bottom of the kite, used to distribute the weight of the kite and make it more stable.
Tail material: is the inch wide orange material, used to make the tail(s) of your kite.
Tether string: is the roll of string, which is attached to the bridle and is let out when you fly the kite to enable it to go higher.
Tyvek: is a tough white material, which you use to make your kite sail.

Definition of terms anticipates needs of the reader

Materials List:

- Three 48 in. by ¼ in. dowels
- 70 in. of <u>plain string</u>
- 108 in. of <u>bridle string</u>
- One roll of <u>tether string</u>
- Glue
- Ruler
- Pencil
- 35 in. by 35 in. square of Tyvek
- One paperclip
- Tail material
- Jigsaw

glossary contains conditions for use

Steps:

1. Gather materials, which are shown on the materials list.

2. To start making the frame of your kite, cut two of the dowels carefully with the jigsaw, so that they are each 20 inches long. Then, cut the remaining dowel (also with the jigsaw) so that it's 25 inches long.

3. Next you need to make two marks on the 25 in. dowel. To make these marks, you measure 10.5 inches in from one end of the dowel and make a mark with your pencil and then repeat this on the other end.

4. After you make the marks on the 25 in. dowel you need to make a mark on each of the 20 in. dowels. To make these marks, measure 10 in. in from one end of a dowel (doesn't matter which end) and make a mark. Then, repeat this on the other 20 in. dowel.

Hints for the reader are consistently in parentheses

5. After you make the correct marks on all the dowels, the next step is to attach each of the 20 in. dowels to the 25 in. dowel. To attach these dowels, place the dowels together, so that their marks are on top of each other. Then, cut a 6 in. piece of plain string, with your scissors. Rap it carefully around both the 20 in. and tie a tight knot. After you do this, put glue on the string and rub it, so it covers all the string (make sure the dowels are still lined up before you glue!). Then, repeat this to attach the other 20 in. dowel to the 25 in. dowel. When you are finished the 20 in. dowels should be 4 inches apart. You can see an example of what your finished frame should look like in the picture below.

Drawings after each step depict directions, enabling the reader to execute the procedure successfully

6. When the glue on the frame is dry, it's time to make the rigging. To make the rigging, cut a piece of plain string that is 67 in. long with your scissors (you might have extra string when you're finished with the rigging that you can cut off). Then start by wrapping this piece of string about ¼ inch up from the end of a dowel (doesn't matter which end). When you have wrapped the string around the dowel two to three times tie a tight knot and string it to the next dowel (going clock wise). Do the same thing to this dowel, then move to the next. Do this until you have connected all six ends of the dowels in the frame, together

Term from glossary

with string. Then on each place on a dowel where you wrapped around string, put some glue and rub it so that it covers all the string showing. The rigging should then form the shape of the kite, as shown in the picture below.

7. When the glue on the rigging is dry, it's time to make the sail. To make the sail, take your pre-cut piece of Tyvek and lay it under the frame of your kite. Use the shape of the rigging to make the rough sketch of your kites shape. Then, using a ruler and the dimensions on the picture shown below, make the real outline of the kite on your piece of Tyvek.

Drawings illustrate step and make directions clear

8. When you are done making the outline of the kite's shape on the sail, you need to make the tabs. To make the tabs, first use a ruler and dotted lines, to make a 3 in. rectangle on all sides of your kite (these are the tabs). An example of the tabs is shown in the picture below.

Steps of the procedure are logical and clear

9. The next thing you need to do to make your kite, is to cut out the sail. To cur out your sail, use the scissors to cut along the dotted lines, you make earlier.

10. When you have finished cutting out the sail, you are ready to attach the sail to the frame of your kite. To attach the sail and frame together, place the sail under the kite frame, so that the frame is lined up with the outline, of the kite's shape, on the sail. Then, put glue on the tabs (shown by the dotted lines on your sail),

fold the tabs over the string (but not the dowels) and then press them on to the sail. You might want to put a piece of tape over the tabs to hold them in place on the sail, while they dry. ← ***Anticipation of readers' needs***

11. After the glue on the tabs is dry, it's time to make the bridle. To make the bridle start by cutting two 30 inch pieces of bridle string with your scissors. Attach each of these pieces of string around where each of the 20 in. dowels meets the 25 in. dowel. Then right under where each of the two dowels attach make a small hole in the sail and slip both pieces of string through them. Next, with your scissors, cur two 24 inch pieces of bridle string and attach them each to one of the dowels on one end of the kite (this will now be the top of your kite).

Term from glossary

Each step begins with a ransition

12. Then, to attach your bridle together, take all the pieces of bridle string and tie them into a tight knot. Then slip a paperclip through the middle of it and make a tight knot, so that it stays secure.
13. Next, to attach the tether string, take your roll of tether string and tie one end of the string on it to the paperclip, which is already attached to the bridle.
14. After you finish attaching the tether string, it's time to attach the taills to your kite. To make the tails, cut two 3 ft. pieces of tail material, with your scissors. Then, glue each of these pieces of tail material over the ends of both of the 20 in. dowels on the bottom of your kite (the bottom of your kite is the end not attached to the bridle strings). When you're finished your kite should look like the kite bellow

While there are many ways that you can approach this project, this process has proven to deliver amazing results. Your windy days will never be the same. As with any project, working hard, paying attention to detail and not giving up are the things that will separate your efforts from the ordinary.

Conclusion not only advances reader's appreciation of the process but extends to a bigger idea

Score Point 5

This complex procedure not only fulfills all the criteria for Score Point 4, it "depicts, rather than tells…enabling the reader to execute the procedure successfully.

Conventions – Score Point 3

The writing demonstrates control of grade-level conventions.

How to Change the Oil in Your Car

In this piece I am going to write on how to change the oil in a general car. Below I have listed all the parts and tool you will need to change your own car's oil. In a few places I will ask that you refer to your vehicles owners manual. Please read the whole thing before performing the procedure, and use this piece for reference during the procedure.

List of needed parts and tools necessary for changing the oil in your car.

1. Old painting clothes
2. Oil (as specified in owners manual, usually 4-5 quarts of SAE 10w-30)
3. Oil filter (as specified in owners manual or cross reference charts in your parts store or department store)
4. Adjustable wrench
5. Oil filter wrench (one that fits your filter)
6. A large pan with a minimum of six-quart capacity
7. A hard level surface
8. A large piece of cardboard
9. A few rags
10. A few old jugs or other six-quart capacity container (for the old oil)

If you do not have any of these you can buy them at your nearest department or parts store.

Step Number One: Locate oil pan and drain plug.

If you do not know where the oil pan and drain plug are located, refer to your owner's manual. It should be on the bottom of your car under the engine block.

Step Number Two: Take the drain plug out.

Put you cardboard under the car and the oil pan. Find your adjustable wrench, put it onto the drain plug and tighten wrench around plug by turning the adjuster while wiggling the wrench. Turn plug counter clockwise or left until loose enough to take out by hand. When you take it out, don't let go of it. If you drop the plug take it out of the pan immediately so you don't lose it. Wipe the plug off and put in a pocket that doesn't have a hole in it to prevent losing it. Let oil drain from car until done draining (usually until dripping slowly).

Step Number Three: Remove old oil filter.

Locate your oil filter. Put your filter wrench onto the filter so the handle faces left when on top of the filter. Push on wrench so filter turns left. Loosen until you can turn it by hand. Find a way for the filter to go without getting oil all over everything. If the filter is in a place that you can put it right into the pan from above do so. The filter contains oil so if you are bringing it up tip the threaded end straight up immediately preventing spillage. Take filter off and put it face down in your oil pan or another pan.

Step Number Four: Put the drain plug back in.

Take the drain plug and screw it into the oil pan by hand at least 3-4 full turns to prevent cross-threading (when a bolt goes in crooked and strips the threads). Once in that far use your adjustable wrench how I told you to put the plug in the rest of the way, until snug but not to tight.

Step Number Five: Put the new filter on.

Compare sizes and numbers of your filters to make sure they are the same type of filter. Take old filter and make sure all the rubber gasket is on the filter and not on the motor. If it's on the motor scrape the old gasket off. With your finger rub new oil onto the rubber gasket of your new filter (to prevent the gasket from sticking to the engine when you take that filter off). Then screw the filter onto the engine until hand tight, no tighter.

Step Number Six: Put new oil into the car.

Locate the engine oil filler on top of the car; refer to your owner's manual if necessary. Take specified type and amount of oil and pour into a car's engine oil filling cap. Replace cap. Wait a few minutes and check oil level with dipstick. If above little level needed, don't worry the filter needs to fill up and the oil level will drop to specified level. Run motor for a few minutes. Shut it off and clean up your things. Put old oil in your gallon cans. Wipe up spilled oil with your rags. If you spilled oil onto your cardboard throw away that section of cardboard. Check oil level with the dipstick. It should be fine, if not add more until up to the specified mark. Close the hood and your car's oil is changed.

If you don't know where to put your oil some transfer stations/recycle centers take old oil. Take it there. Now that you are done check your oil every week or so. If you followed all of the steps you should have no problems.

While reading this piece you learned a general way to change the oil in your car. If something is different from what I specified to do, refer to your owner's manual. Men out there your owners manual is your best friend for finding out what things are on your car. Good luck and don't pay these boys at Jiffy Lube, do it yourself.

Standard 1.10
Grade 8 Procedure
Score Point – 4 / 3

Title establishes focus

How to Change the Oil in Your Car

In this piece I am going to write on how to change the oil in a general car. Below I have listed all the parts and tool you will need to change your own car's oil. In a few places I will ask that you refer to your vehicles owners manual. Please read the whole thing before performing the procedure, and use this piece for reference during the procedure.

Sufficient context and helpful hint for reader

List of needed parts and tools necessary for changing the oil in your car.

1. Old painting clothes
2. Oil (as specified in owners manual, usually 4-5 quarts of SAE 10w-30)
3. Oil filter (as specified in owners manual or cross reference charts in your parts store or department store)
4. Adjustable wrench
5. Oil filter wrench (one that fits your filter)
6. A large pan with a minimum of six-quart capacity
7. A hard level surface
8. A large piece of cardboard
9. A few rags
10. A few old jugs or other six-quart capacity container (for the old oil)

List of materials and information for reader in parentheses

If you do not have any of these you can buy them at your nearest department or parts store.

Reader's need

Step Number One: Locate oil pan and drain plug.

If you do not know where the oil pan and drain plug are located, refer to your owner's manual. It should be on the bottom of your car under the engine block.

Steps are numbered and labeled for easy use

Step Number Two: Take the drain plug out.

Put you cardboard under the car and the oil pan. Find your adjustable wrench, put it onto the drain plug and tighten wrench around plug by turning the adjuster while wiggling the wrench. Turn plug counter clockwise or left until loose enough to take out by hand. When you take it out, don't let go of it. If you drop the plug take it out of the pan immediately so you don't lose it. Wipe the plug off and put in a pocket that doesn't have a hole in it to prevent losing it. Let oil drain from car until done draining (usually until dripping slowly).

Reader's need

Step Number Three: Remove old oil filter.

Locate your oil filter. Put your filter wrench onto the filter so the handle faces left when on top of the filter. Push on wrench so filter turns left. Loosen until you can turn it by hand. Find a way for the filter to go without getting oil all over everything. If the filter is in a place that you can put it right into the pan from above do so. The filter contains oil so if you are bringing it up tip the threaded end straight up immediately preventing spillage. Take filter off and put it face down in your oil pan or another pan.

Writer anticipates reader's need

Step Number Four: Put the drain plug back in.

Take the drain plug and screw it into the oil pan by hand at least 3-4 full turns to prevent cross-threading (when a bolt goes in crooked and strips the threads). Once in that far use your adjustable wrench how I told you to put the plug in the rest of the way, until snug but not to tight.

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Helpful information for the reader embedded throughout the steps

Step Number Six: Put new oil into the car.

Locate the engine oil filler on top of the car; refer to your owner's manual if necessary. Take specified type and amount of oil and pour into a car's engine oil filling cap. Replace cap. Wait a few minutes and check oil level with dipstick. If above little level needed, don't worry the filter needs to fill up and the oil level will drop to specified level. Run motor for a few minutes. Shut it off and clean up your things. Put old oil in your gallon cans. Wipe up spilled oil with your rags. If you spilled oil onto your cardboard throw away that section of cardboard. Check oil level with the dipstick. It should be fine, if not add more until up to the specified mark. Close the hood and your car's oil is changed.

If you don't know where to put your oil some transfer stations/recycle centers take old oil. Take it there. Now that you are done check your oil every week or so. If you followed all of the steps you should have no problems.

While reading this piece you learned a general way to change the oil in your car. If something is different from what I specified to do, refer to your owner's manual. Men out there your owners manual is your best friend for finding out what things are on your car. Good luck and don't pay these boys at Jiffy Lube, do it yourself.

Conclusion advances reader's appreciation of the process

Score Point 4

This procedure explains clearly to a general audience how to change the oil in a car. It establishes adequate context in the introduction, and the steps are logically organized and elaborated. In addition, the writer has embedded helpful details that anticipate any points of confusion that readers may have.

The formatting could have made better use of boldface, font size, and/or diagrams, but the writer's thinking is easy to follow nonetheless.

Conventions – Score Point 3

The writing demonstrates control of grade-level conventions.

How to Find the Volume of a Car Key

Items You Will Need

1. Need Graduated Cylinder
2. Water
3. Car Key
4. Flat Surface
5. Paper
6. Pen
7. Calculator

Procedure to Follow How to Measure The Volume of a Car Key (steps 1-7)

Step 1
-Gather all of your items(materials) and place them on a flat surface, (table).

Step 2
-Take Graduated Cylinder and place it on a flat surface, then fill it to any exact point as long as the water is above the height of the Key. (Do not fill to the top, Half way is the best.)

Picture of Graduated Cylinder

Step 3
-Record water Volume/level on a piece of paper. Where the water bends in the cylinder is called a meniscus, so measure where the water is level.

Picture of Meniscus in the Graduated Cylinder

Step 4

-Drop the car key gently into the graduated cylinder, and read the new volume/level abd record it remember from the flat point to the center of the meniscus. For example if your water is a 50 ml and you drop your key in and the water volume/level goes up 5 ml. Then you would subtract 55 by 50 ml which will give you your answer, and in the problem the answer is 5 ml.

Picture of Key being placed into the Graduated Cylinder

Step 5

-Use your calculator and subtract your first volume/level (which was when you first poured the water into the graduated cylinder.) By the second volume/level (after you dropped the car key into the graduated cylinder.)

Step 6

-The answer that you have gotten from step 5. (The first volume/level by the second volume/level.) The answer that you got is the volume of your car key.

Step 7

-Clean up all materials.

Standard 1.10
Grade 8 Procedure
Score Point - 3 / 2

Title establishes focus

How to <u>Find the Volume of a Car Key</u>

<u>Items You Will Need</u>

No context on why one would want to do this procedure

1. Need Graduated Cylinder
2. Water
3. Car Key
4. Flat Surface
5. Paper
6. Pen
7. Calculator

Basic list of materials

Procedure to Follow How to Measure The Volume of a Car Key (steps 1-7)

Steps are numbered

Step 1
-Gather all of your items(materials) and place them on a flat surface, (table).

Step 2
-Take Graduated Cylinder and place it on a flat surface, then fill it to any exact point as long as the water is above the height of the Key. <u>(Do not fill to the top, Half way is the best.)</u>

Reader's need

Picture of Graduated Cylinder

Step 3
-Record water Volume/level on a piece of paper. Where the water bends in the cylinder is called a meniscus, so measure where the water is level.

Picture of Meniscus in the Graduated Cylinder

Diagram helps the reader understand the term

Step 4
-Drop the car key gently into the graduated cylinder, and read the new volume/level and record it remember from the flat point to the center of the meniscus. <u>For example if your water is a 50 ml and you drop your key in and the water volume/level goes up 5 ml. Then you would subtract 55 by 50 ml which will give you your answer, and in the problem the answer is 5 ml.</u>

The example belongs in the next step

Picture of Key being placed into the Graduated Cylinder

Step 5
-Use your calculator and subtract your first volume/level (which was when you first poured the water into the graduated cylinder.) By the second volume/level (after you dropped the car key into the graduated cylinder.)

Step 6
-The answer that you have gotten from step 5. (The first volume/level by the second volume/level.) The answer that you got is the volume of your car key.

Step 7
-Clean up all materials.

No conclusion

Score Point 3

The focus of this piece is clear and the steps are for the most part easy to follow. The format and diagrams make the procedure easy to follow. However, there is no context and no conclusion to advance the reader's understanding (for example, to point out that this experiment could be used to find the volume of any irregularly-shaped object).

Conventions – Score Point 2

The writing demonstrates inconsistent control of grade-level conventions. There are errors in capitalization, punctuation, and sentence structure.

The Beauty of Changing a Plug!

Spark plug that is, you know the ones that go in all combustion engines is make them run. Well, the spark plugs I am talking about are the ones in a snowmobile. If a spark plug is not working correctly, or if it is not sparking at all it is not doing what it is supposed to do; therefor your snowmobile will not run good or will not run at all.

The first order of business is to open the hood and to locate the spark plug or plugs, depending on the size of the motor. The spark plugs on all of the snowmobile motors (from 1977 and up) will be directly on top of the motor. After you have found the spark plugs there will be a small, rubber protector with a wire connecting to a box off from the motor. You should grab these and pull them off, they should slip off quite easily, you can just let these dangle because now the spark plug is in your grasp. As you can see in front of you there are two (1, 2, or 3 depending on the size of the motor) white plug like objects, apart from each other, on the motor. What you need to do now is get your spark plug wrench and fit it over one of the plugs, make sure it fits tightly, and slowly turn it counter clockwise to loosen it. A little trick is righty-tighty lefty-loosy. Now you have your spark plug in hand, use caution if the motor is hot. Now just reverse this method to put the spark plugs back in.

Thus meaning, that to replace the spark plug back in the engine, you must thread the plugs in the holes as far as possible by hand power, you change the direction of plug wrench-turning and tighten the plugs by going clockwise to tighten. You must only tighten the plugs to be quite snug, but don’t reef on them to get them in; this will strip the threads and ruin the engine.

Another trick of the trade is when checking the spark plugs, if the bottom end (where the spark comes from) is cocoa brown, or chocolate brown the engine is running good and it is getting good spark. If the plugs are wet, black, or dirty they are fouled and the engine is not running good. Good luck with your spark plugs.

Standard 1.10
Grade 8 Procedure
Score Point – 3 / 2

The Beauty of Changing a Plug!

Spark plug that is, you know the ones that go in all combustion engines is make them run. Well, the spark plugs I am talking about are the ones in a snowmobile. If a spark plug is not working correctly, or if it is not sparking at all it is not doing what it is supposed to do; therefor your snowmobile will not run good or will not run at all. ***Needs list of materials and conditions for use***

Contextual information is thin; writer assumes reader knows engines

The first order of business is to open the hood and to locate the spark plug or plugs, depending on the size of the motor. The spark plugs on all of the snowmobile motors (from 1977 and up) will be directly on top of the motor. After you have found the spark plugs there will be a small, rubber protector with a wire connecting to a box off from the motor. You should grab these and pull them off, they should slip off quite easily, you can just let these dangle because now the spark plug is in your grasp. As you can see in front of you there are two (1, 2, or 3 depending on the size of the motor) white plug like objects, apart from each other, on the motor. What you need to do now is get your spark plug wrench and fit it over one of the plugs, make sure it fits tightly, and slowly turn it counter clockwise to loosen it. A little trick is righty-tighty lefty-loosy. Now you have your spark plug in hand, use caution if the motor is hot. Now just reverse this method to put the spark plugs back in.

Appropriate transitions organize the steps logically and clearly

Hint for the reader

Thus meaning, that to replace the spark plug back in the engine, you must thread the plugs in the holes as far as possible by hand power. Then, after they are in as far as possible by hand power, you change the direction of plug wrench-turning and tighten the plugs by going clockwise to tighten. You must only tighten the plugs to be quite snug, but don't reef on them to get them in; this will strip the threads and ruin the engine.

Another trick of the trade is when checking the spark plugs, if the bottom end (where the spark comes from) is cocoa brown, or chocolate brown the engine is

Writer addresses reader's need to know

running good and it is getting good spark. If the plugs are wet, black, or dirty they are fouled and the engine is not running good. Good luck with your spark plugs.

Paragraph advances the reader's knowledge, but has abrupt ending

Score Point 3

This procedure has clear directions for changing the spark plugs on a snowmobile. The writer uses transitions between the steps and addresses the reader's need to know in a number of places. The format, however, makes the procedure somewhat difficult to follow.

Conventions – Score Point 2

This writing demonstrates inconsistent use of grade-level conventions. There are errors in sentence structure, punctuation, and word usage.

How to Cut Down a Tree

I chose how to cut down a tree because I would like to learn how to cut down a tree and my Dad is a logger and I've seen him cut down a tree plenty of times.

List of Materials:

A chainsaw or an ax
A file to sharpen the chainsaw
Extra oil or gas
Gloves

When cutting down a tree, you need a chainsaw for the main thing. Then you go to the tree and study the tree. Then study the surroundings. Then look to see which way the tree is leaning. Then check to see if there are other trees and see if there are any houses, or trees, or a stone, or other objects like the powerline, or a truck or something.

Next, cut a notch on one side of the tree.

Then cut through the tree on the opposite side of the tree. Then you go to which every way the tree is not going. But if you don't do it right you may get hurt. It is possible that the tree could fall on or near you.

I like cutting trees because I have done it many times. And I may have to do it many more times in the future, maybe. It could be a job for me in the near future.

Standard 1.10
Grade 8 Procedure
Score Point – 2 / 3

How to Cut Down a Tree

I chose how to cut down a tree because I would like to learn how to cut down a tree and my Dad is a logger and I've seen him cut down a tree plenty of times.

Context only for why the writer chose the topic, not for why someone might cut down a tree

List of Materials:

A chainsaw or an ax
A file to sharpen the chainsaw
Extra oil or gas
Gloves

Materials list is general and not referenced in the procedure

When cutting down a tree, you need a chainsaw for the main thing. Then you go to the tree and study the tree. Then study the surroundings. Then look to see which way the tree is leaning. Then check to see if there are other trees and see if there are any houses, or trees, or a stone, or other objects like the powerline, or a truck or something.

Steps for carrying out the procedure are not clear; writer has no particular user in mind

Next, cut a notch on one side of the tree.

Then cut through the tree on the opposite side of the tree. Then you go to which every way the tree is not going. But if you don't do it right you may get hurt. It is possible that the tree could fall on or near you.

I like cutting trees because I have done it many times. And I may have to do it many more times in the future, maybe. It could be a job for me in the near future.

Again, nothing to help possible user of the procedure

Score Point 2

Visually this procedure is helpful, but the context/introduction and conclusion are vague and not directed to a particular user. In addition, the writer does not explain in enough detail the steps and knowledge needed to perform this procedure safely. The diagram is cartoonish and out of proportion.

Conventions – Score Point 3

The writing demonstrates control of basic, grade-level conventions.

River of Death

If you like the River of Death for lower grade levels like 4-7 than I am sure that you will like my version because it is more challenging it is also for higher grade levels like 7-10.

Materials used: big white paper notes cards, marker crayons, dice, and game pieces (marker caps).

Direction:

1) There should only be 2 player playing the game at the same time.
2) You must be ages 12-16 to play this game.
3) Roll the dice to see whom goes first. Highest goes first.
4) Select game pieces.
5) The weapon cards are used to kill the creatures if you if you land on them but you have to earn them.
6) REMEMBER TO HAVE FUN!!!!!

Conclusion: I hope you enjoy playing my game is you enjoyed it go and tell your little friends.

Standard 1.10
Grade 8 Procedure
Score Point – 1 / 2

River of Death

If you like the River of Death for lower grade levels like 4-7 than I am sure that you will like my version because it is more challenging it is also for higher grade levels like 7-10.

Context is vague (what is "River of Death"?)

Materials used: big white paper notes cards, marker crayons, dice, and game pieces (marker caps).

Some materials not referenced in procedure ("big white paper notes cards/weapon card"?)

Direction:

1) There should only be 2 player playing the game at the same time.
2) You must be ages 12-16 to play this game.
3) Roll the dice to see whom goes first. Highest goes first.
4) Select game pieces.
5) The weapon cards are used to kill the creatures if you if you land on them but you have to earn them.
6) REMEMBER TO HAVE FUN!!!!!

Steps are incomplete and unclear

Conclusion: I hope you enjoy playing my game if you enjoyed it go and tell your little friends.

Score Point 1

This is a piece that has a format but no procedure. The writer does not explain even what the topic of the procedure is about. The only real steps given are to roll the dice, select game pieces, and to use the weapon cards.

Conventions – Score Point 2

The writing demonstrates inconsistent use of grade-level conventions. There are errors in sentence structure, word usage, and plurals.